

Curriculum Map
Math 6th Grade
Saugus Belmonte Middle School
Saugus Public Schools

Week 1*Massachusetts Performance Standards**The students will:***6.N.13** Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.**Common Core Standards: 6.NS.2****UNIT ONE (Review of Whole Numbers)**

1. Review of Multiplication and Division of Whole Numbers
2. Multiplication by 1, 2, and three digit numbers
3. Division by 1 or 2 digit numbers

Objectives (Students will...)

1. Fluently multiply and divide multi-digit numbers.

Essential Question

How do multiplication and division impact us in the real world?

Teacher Resources

1. Chapter One lessons
2. Chapter One Practice Worksheets
3. Chapter One Pre-Made Assessments

Media and Technology Resources*Holt Mathematics Course 1 ©2007*

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.**Class work:** To be done on each topic/concept as needed for understanding.**Homework:** To be given daily on each introduced topic as determined by the teacher.**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.**Quiz:** Formal assessments will be given as warranted by the curriculum.**Lesson Completion Date:****Technology Used/ Date Used:****Completed By:****Comments:**

Week 2**Massachusetts Performance Standards****The student will:**

- 6.N.1** Demonstrate an understanding of positive integer exponents.
- 6.N.2** Demonstrate an understanding of place value to billions and thousandths.
- 6.N.3** Represent and compare very large and very small positive numbers.
- 6.N.16** Estimate results of computations with whole numbers.

UNIT ONE (Whole Numbers)

1. Comparing and Ordering Whole Numbers
2. Estimating with Whole Numbers
3. Exponents

Objectives (Students will...)

1. Compare and order whole numbers.
2. Estimate with whole numbers.
3. Represent numbers using exponents.

Essential Question

Why is arithmetic important in everyday society?

Teacher Resources

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1. Chapter One lessons
2. Chapter One Practice Worksheets
3. Chapter One Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 3*Massachusetts Performance Standards**The students will:*

- 6.N.1** Demonstrates an understanding of positive integer exponents.
6.N.11 Apply Order of Operations for expressions involving addition, subtraction, multiplication and division.

Common Core Standards: 6.EE.1 and 6.EE.2c**UNIT ONE (Whole Numbers)**

1. Exponents
2. Order of Operations

Objectives (Students will...)

1. Represent numbers using exponents.
2. Use the order of operations.

Essential Question

Why is arithmetic important in everyday society?

Teacher Resources

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1. Chapter One lessons
2. Chapter One Practice Worksheets
3. Chapter One Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Sections 1-1/1-2/1-3

Weekly Quiz #1: multiplication of whole numbers, graphs, place value, and exponents

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 4*Massachusetts Performance Standards***The students will:**

- 6.P.1** Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions.
6.P.2 Replaces variables with given values and evaluate/simplify.

UNIT ONE (Whole Numbers)

1. Quiz on Order of Operations
2. Patterns and Sequences

Objectives (Students will...)

1. Find patterns.
2. Recognize, describe, and extend patterns in sequences.

Essential Question

How do you determine the next item in the pattern?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter One lessons
2. Chapter One Practice Worksheets
3. Chapter One Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Order of Operations

Test: Chapter One

Weekly Quiz #2: vocabulary, ordering, comparing, order of operations, patterns, multiplication and division

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 5**Massachusetts Performance Standards****The students will:**

- 6.P.4** Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols.
6.P.6 Produce and interpret graphs that represent the relationship between two variables in everyday situations.

Common Core Standards: 6.RP.3a, 6.EE.2a, 6.EE.2b, and 6.EE.6**UNIT TWO (ALGEBRAIC EXPRESSIONS AND EQUATIONS)**

1. Algebraic Expressions
2. Translating Word to Mathematical Expressions
3. Translating Tables to Mathematical Expressions

Objectives (Students will...)

1. Identify expressions.
2. Evaluate expressions.
3. Translate between words and math.
4. Translate between tables and math.

Essential Question

How do you take words and tables and transform them into mathematical expressions or equations?

Teacher Resources

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1. Chapter Two lessons
2. Chapter Two Practice Worksheets
3. Chapter Two Pre-Made Assessments

Media and Technology Resources

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1. PowerPoint Presentations
2. Textbook On-Line
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4. Test ExamPro Generator
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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Weekly Quiz #3: multiplication, line plots, exponents, and order of operations

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 6**Massachusetts Performance Standards****The students will:**

- 6.P.4** Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols.
- 6.P.6** Produce and interpret graphs that represent the relationship between two variables in everyday situations.
- 6.P.7** Identify and describe relationships between two variables with constant rate of change. Contrast these relationships where the rate of change is not constant.

Common Core Standards: 6.RP.1, 6.RP.3a, and 6.RP.3b**UNIT TWO (ALGEBRAIC EXPRESSIONS AND EQUATIONS)**

1. Translating Tables to Mathematical Expressions
2. Constant Rate

Objectives (Students will...)

1. Identify expressions.
2. Evaluate expressions.
3. Translate between words and math.
4. Translate between tables and math.
5. Determine a constant rate of change.

Essential Question

How do you take words and tables and transform them into mathematical expressions or equations?
How do you determine whether a graph represent a constant or variable rate of change?

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1. Chapter Two lessons
2. Chapter Two Practice Worksheets
3. Chapter Two Pre-Made Assessments

Media and Technology Resources*Holt Mathematics Course 1 ©2007*

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Sections 2-1/2-2/2-3 and Constant Rate

Weekly Quiz # 4: graphs, algebraic expressions, tables, equations, and patterns

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 7**Massachusetts Performance Standards****The students will:**

- 6.N.12** Demonstrate an understanding of the inverse relationship of addition and subtraction.
6.P.3 Use properties of equality to solve problems
6.P.5 Solve linear equations using concrete models, tables, graphs, and paper and pencil methods.

Common Core Standards: 6.EE.4, 6.EE.5, 6.EE.6, and 6.EE.7**UNIT TWO (ALGEBRIAC EXPRESSIONS AND EQUATIONS)**

1. Open Response Instruction
2. Solving Addition Equations
3. Solving Subtraction Equations
4. Solving Multiplication equations

Objectives (Students will...)

1. Solve equations where whole numbers are added to a variable.
2. Solve equations where whole numbers are subtracted from a variable
3. Solve equations where whole numbers are multiplied to a variable.

Essential Question

Why do you need to solve equations?

Teacher Resources

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1. Chapter Two lessons
2. Chapter Two Practice Worksheet
3. Chapter Two Pre-Made Assessments

Media and Technology Resources

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1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Open Response: "Lucinda's Savings" (6P2, 6P4, 6P6)

Weekly Quiz #5: equations, graphs, division, and MCAS review

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 8*Massachusetts Performance Standards***The students will:**

- 6.P.3** Use properties of equality to solve problems
6.P.5 Solve linear equations using concrete models, tables, graphs, and paper and pencil methods.

UNIT TWO (ALGEBRIAC EXPRESSIONS AND EQUATIONS)

1. Solving Division Equations
2. Study Guide & Review
3. Chapter 2 Assessment

Objectives (Students will...)

1. Solve equations where whole numbers are divided from a variable.

Essential Question

Why do you need to solve equations?

Teacher Resources

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1. Chapter Two lessons
2. Chapter Two Practice Worksheets
3. Chapter Two Pre-Made Assessments

Media and Technology Resources

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1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Test: Chapter Two

Weekly Quiz #6: algebraic expressions, tables, exponents, polygons, multiplication, and division

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 9**Massachusetts Performance Standards****The students will:**

- 6.D.1** Describe and compare data sets using the concepts of median, mean, mode, maximum, minimum, and range
6.D.2 Construct and interpret stem-and-leaf plots, line plots, and circle graphs.

Common Core Standards: 6.SP.1 and 6.SP.3**UNIT THREE (DISPLAYING DATA)**

1. Working with sets of data
2. Mean, Median, Mode, and Range of Data
2. Mean with Outliers
3. Stem and Leaf Plots

Objectives (Students will...)

1. Organize data using tables.
2. Find different central tendencies of different sets of data
3. Find the effect of additional data and/or outliers.
4. Make and analyze stem-and-leaf plots.

Essential Question

What calculation of central tendency best represents the given data?

Teacher Resources

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1. Chapter Six lessons
2. Chapter Six Practice Worksheets
3. Chapter Six Pre-Made Assessments

Media and Technology Resources

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1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Test: Stem-and-Leaf Diagrams, Mean, Median, Mode, and Range

Open Response: "Diane's Quiz Scores" (6D1, 6D2)

Weekly Quiz #7: addition/subtraction/multiplication/division of decimals, order of operations, and exponents

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 10*Massachusetts Performance Standards***The students will:**

6.N.8 Apply number theory concepts including prime composite numbers, prime factorization, greatest common factor least common multiple, and divisibility rules.

Common Core Standards: 6.NS.4**UNIT FOUR (NUMBER THEORY/OPERATIONS WITH FRACTIONS)**

1. Divisibility Rules
2. Factors/ Prime Numbers
3. Greatest Common Factor

Objectives (Students will...)

1. Use divisibility rules.
2. Factor whole numbers
3. Determine whether a number is prime or composite.
4. Write prime factorizations of composite numbers
5. Find the greatest common factor (GCF) of a set of numbers.

Essential Question

How do you use the rules of division to create a factor tree for any number?
How do you find the greatest common factor of prime and composite numbers?

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1. Chapter Four lessons
2. Chapter Four Practice Worksheets
3. Chapter Four Pre-Made Assessments

Media and Technology Resources*Holt Mathematics Course 1 ©2007*

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Weekly Quiz #8: Open Response #13 "Overdue Library Books"

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 11*Massachusetts Performance Standards***The students will:**

- 6.N.4** Demonstrate an understanding of fractions as a ratio of whole numbers.
6.N.5 Identify and determine common equivalent fractions, mixed numbers, decimals, and percents.

UNIT FOUR (NUMBER THEORY/OPERATIONS WITH FRACTIONS)

1. Converting between Decimals and Fractions
2. Equivalent Fractions

Objectives (Students will...)

1. Convert between decimals and fractions
2. Write equivalent fractions.

Essential Question

How do you convert between fractions and decimals?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Four lessons
2. Chapter Four Practice Worksheets
3. Chapter Four Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Test: Sections 4-1/4-2/4-3

Weekly Quiz#9: ordering, place value, tables, exponents, order of operations, stem-and-leaf, division, estimation, mean, and median.

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 12**Massachusetts Performance Standards****The students will:**

- 6.N.4** Demonstrate an understanding of fractions as a ratio of whole numbers.
6.N.5 Identify and determine common equivalent fractions, mixed numbers, decimals, and percents.

UNIT FOUR (NUMBER THEORY/OPERATIONS WITH FRACTIONS)

1. Equivalent Fractions
2. Mixed Numbers to Improper Fractions

Objectives (Students will...)

1. Write equivalent fractions.
2. Convert between mixed numbers and improper fractions.

Essential Question

How do you convert between mixed numbers and improper fractions?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Four lessons
2. Chapter Four Practice Worksheets
3. Chapter Four Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Weekly Quiz #10: mean, median, mode, range, divisibility, and order of operations

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 13*Massachusetts Performance Standards***The students will:**

6.N.7 Compare and order integers, positive fractions, mixed numbers, decimals and percents.

6.N.9 Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division and positive integer exponents with whole numbers and positive fractions

UNIT FOUR (NUMBER THEORY/OPERATIONS WITH FRACTIONS)

1. Comparing and Ordering Fractions
2. Adding and Subtracting Fractions with like Denominators

Objectives (Students will...)

1. Use pictures and number lines to order fractions.
2. Add and subtract fractions with common denominators.

Essential Question

How do you order, add, and subtract fractions that have common denominators?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Four lessons
2. Chapter Four Practice Worksheets
3. Chapter Four Pre-Made Assessments

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Sections 4-4/4-5/4-6

Weekly Quiz #11: Open Response # 11 "Lisa's Running Distances" (6N16, 6N7, 6N9, 6D1)

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 14**Massachusetts Performance Standards****The students will:**

6.N.9 Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division and positive integer exponents with whole numbers and positive fractions.

6.N.14 Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers and simplify fractions.

6.N.16 Estimate results of computations with whole numbers and positive fractions, mixed numbers, decimals and percents.

Common Core Standards: 6.NS.4**UNIT FOUR (NUMBER THEORY/OPERATIONS WITH FRACTIONS)**

1. Least Common Multiple
2. Adding and Subtracting with Unlike Denominators

Objectives (Students will...)

1. Find the least common multiples (LCM) of a group of numbers.
2. Add and subtract fractions with unlike denominators.

Essential Question

How do you add and subtract fractions that have unlike denominators?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Five lessons
2. Chapter Five Practice Worksheets
3. Chapter Five Pre-Made Assessments

Media and Technology Resources

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1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Fractions.

Weekly Quiz # 12: multiplication, order of operations, converting decimals to fractions, and converting fractions to decimals

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 15**Massachusetts Performance Standards****The students will:**

6.N.9 Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division and positive integer exponents with whole numbers and positive fractions.

6.N.14 Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers and simplify fractions.

6.N.16 Estimate results of computations with whole numbers and positive fractions, mixed numbers, decimals and percents.

Common Core Standards: 6.NS.1**UNIT FOUR (NUMBER THEORY/OPERATIONS WITH FRACTIONS)**

1. Adding and Subtracting Mixed Numbers
2. Regrouping with Mixed Numbers
3. Multiplying Fractions

Objectives (Students will...)

1. Add and subtract mixed numbers with common denominators.
2. Add and subtract mixed numbers with unlike denominators.
3. Multiply a whole number by a fraction.
4. Multiply fractions.

Essential Question

How do you add and subtract mixed numbers?
How do you multiply fractions?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Five lessons
2. Chapter Five Practice Worksheets
3. Chapter Five Pre-Made Assessments

Media and Technology Resources

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1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Sections 5-1/5-4

Weekly Quiz #13: order of operations, expanded notation, patterns, division, mean, median, range, equations, stem-and-leaf

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 16*Massachusetts Performance Standards***The students will:**

- 6.N.9** Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division and positive integer exponents with whole numbers and positive fractions.
- 6.N.14** Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers and simplify fractions.
- 6.N.16** Estimate results of computations with whole numbers and positive fractions, mixed numbers, decimals and percents.

Common Core Standards: 6.NS.1**UNIT FOUR (NUMBER THEORY/OPERATIONS WITH FRACTIONS)**

1. Multiplying Mixed Numbers
2. Dividing Fractions and Mixed Numbers

Objectives (Students will...)

1. Multiply a whole number by a fraction.
2. Multiply fractions.
3. Divide fractions.
4. Divide mixed numbers.

Essential Question

How do you divide fractions by multiplying by the reciprocal?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Five lessons
2. Chapter Five Practice Worksheets
3. Chapter Five Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Weekly Quiz #14: computation, ordering, mixed numbers, improper fractions, and tables

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 17***Massachusetts Performance Standards******The students will:*****6.G.3** Identify relationships among points, lines, planes, e.g., intersecting, parallel, and perpendicular.**UNIT FIVE [GEOMETRY (Angles And Lines)]**

1. Basic Geometric Concepts and Definitions
2. Points, Lines, Planes and Classification

Objectives (Students will...)

1. Describe figures by using geometric terminology.
2. Name, measure, draw, and classify angles.
3. Understand different relationships for angle pairs.

Essential Question

What is the common language of geometry that allows you to communicate different geometric concepts?

Teacher Resources*Holt Mathematics Course 1 ©2007*

1. Chapter Eight lessons
2. Chapter Eight Practice Worksheets
3. Chapter Eight Pre-Made Assessments

Media and Technology Resources*Holt Mathematics Course 1 ©2007*

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.**Class work:** To be done on each topic/concept as needed for understanding.**Homework:** To be given daily on each introduced topic as determined by the teacher.**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.**Test:** Chapter Five**Weekly Quiz #15:** decimal computation, addition of fractions, order of operations, and graphs**Lesson Completion Date:****Technology Used/ Date Used:****Completed By:****Comments:**

Week 18*Massachusetts Performance Standards***The students will:**

- 6.G.3** Identify relationships among points, lines, planes, e.g., intersecting, parallel, and perpendicular.
6.M.2 Identify, measure, describe, classify, and construct various angles triangles, and quadrilaterals.

UNIT FIVE [GEOMETRY (Angles and Lines)]

1. Measuring Angles
2. Angle Relationships

Objectives (Students will...)

1. Describe figures by using geometric terminology.
2. Name, measure, draw, and classify angles.
3. Understand different relationships for angle pairs.

Essential Question

What is the common language of geometry that allows you to communicate different geometric concepts?

Teacher Resources

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1. Chapter Eight lessons
2. Chapter Eight Practice Worksheets
3. Chapter Eight Pre-Made Assessments

Media and Technology Resources

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1. PowerPoint Presentations
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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Test: Sections 8-1/8-2/8-3/8-4/8-5

Weekly Quiz #16: retrieving data from a basketball stats sheet

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 19**Massachusetts Performance Standards****The students will:**

- 6.G.1** Identify polygons based on their properties; including types of interior angles, perpendicular or parallel sides, and congruence of sides; e.g. squares, rectangles, rhombuses, parallelograms, trapezoids, and equilateral, isosceles, and scalene triangles.
- 6.M.7** Find the sum of the angles in simple polygons (up to eight sides).

UNIT SIX [GEOMETRY (Polygons)]

1. Classifying Triangles by Angles
2. Classifying Triangles by Sides
3. Polygons

Objectives (Students will...)

1. Classify triangles by angles and sides.
2. Solve problems involving measures of angles and sides of a triangle.
3. Classify and compare special quadrilaterals.
4. Identify regular and not regular polygons
5. Find angle measures of regular polygons.

Essential Question

How do you classify various two dimensional figures based on their angle and side measurements?

Teacher Resources

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1. Chapter Eight/Nine lessons
2. Chapter Eight/Nine Practice Worksheets
3. Chapter Eight/Nine Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Classifying Triangles by Sides/Angles

Open Response: Classifying Triangles (6M2)

Weekly Quiz #17: problem solving, multiplication/division of decimals, mean, median, mode, and range

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 20**Massachusetts Performance Standards****The students will:**

- 6.G.1** Identify polygons based on their properties; including types of interior angles, perpendicular or parallel sides, and congruence of sides; e.g. squares, rectangles, rhombuses, parallelograms, trapezoids, and equilateral, isosceles, and scalene triangles.
- 6.G.6** Predict, describe, and perform transformations on two-dimensional shapes, e.g. translations, rotations, and reflections.
- 6.G.7** Identify types of symmetry including line and rotational.
- 6.G.8** Determine if two shapes are congruent by measuring sides or a combination of sides and Angle
- 6.M.7** Find the sum of the angles in simple polygons (up to eight sides).

UNIT SIX [GEOMETRY (Polygons)]

1. Classification and Properties of Quadrilaterals
2. Polygons in Review
3. Congruence/Line Symmetry
4. Translations
5. Geometric Transformations

Objectives (Students will...)

1. Identify congruent figures and to use congruence properties to solve problems
2. Transform geometric shapes using translations, rotations, and reflections.
3. Identify line symmetry in figures.

Essential Question

How do you classify various two dimensional figures based on their angle and side measurements?
How do you determine whether two polygons are congruent, and what is the difference between congruent and similar?

Teacher Resources*Holt Mathematics Course 1 ©2007*

1. Chapter Eight/Nine lessons
2. Chapter Eight/Nine Practice Worksheets
3. Chapter Eight/Nine Pre-Made Assessments

Media and Technology Resources*Holt Mathematics Course 1 ©2007*

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Polygons and Quadrilaterals

Weekly Quiz # 18: converting fractions to decimals, ordering fractions, rounding, exponents, and problem solving

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 21*Massachusetts Performance Standards***The students will:****6.M.1** Apply the concepts of perimeter and area to the solution of problems.**UNIT SEVEN [MEASUREMENT (AREA AND PERIMETER)]**

1. Perimeter

Objectives (Students will...)

1. To find the perimeter of various shapes by adding the length of each sides.

Essential Question

How do we use the measurement of perimeter in everyday situations?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Nine lessons
2. Chapter Nine Practice Worksheets
3. Chapter Nine Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Test: Chapter 8

Weekly Quiz #19: Problem Solving

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 22**Massachusetts Performance Standards****The students will:**

6.M.1 Apply the concepts of perimeter and area to the solution of problems.

6.M.4 Find the area of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area.

Common Core Standards: 6.G.1**UNIT SEVEN [Measurement (Area and Perimeter)]**

1. Perimeter
2. Area of Squares and Rectangles

Objectives (Students will...)

1. Find the perimeter of various shapes by adding the length of each side.
2. Find the area of squares and rectangles.

Essential Question

How do calculate the area of various shapes either using formulas or estimation?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Ten/Nine lessons
2. Chapter Ten/Nine Practice Worksheets
3. Chapter Ten/Nine Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Test: Perimeter

Weekly Quiz # 20: Open Response "Pedro's Garden (6M1, 6M4)

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 23**Massachusetts Performance Standards****The students will:**

6.M.1 Apply the concepts of perimeter and area to the solution of problems.

6.M.4 Find the area of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area.

Common Core Standards: 6.G.1**UNIT SEVEN [MEASUREMENT(Area and Perimeter)]**

1. Finding the area of Parallelograms
2. Finding the Area of Triangles

Objectives (Students will...)

1. Find the area of parallelograms and triangles.

Essential Question

How do calculate the area of various shapes either using formulas or estimation?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Ten lessons
2. Chapter Ten Practice Worksheets
3. Chapter Ten Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Test: Area of Squares, Rectangles, Parallelograms, and Triangles

Weekly Quiz #21: computation

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 24**Massachusetts Performance Standards****The students will:**

6.M.1 Apply the concepts of perimeter and area to the solution of problems.

6.M.4 Find the area of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area.

Common Core Standards: 6.G.1**UNIT SEVEN [MEASUREMENT (Area and Perimeter)]**

1. Area of Composite Figures
2. Area and Perimeter Activity(Plan-A-Party)

Objectives (Students will...)

1. Divide a polygon into simpler parts in order to calculate the area.
2. Explore how area and perimeter are affected by changes in the dimensions of a figure

Essential Question

How do you calculate the area of a figure that does not have an area formula by breaking down to known shapes?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Ten/Nine lessons
2. Chapter Ten/Nine Practice Worksheets
3. Chapter Ten/Nine Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Area of Composite Figures

Weekly Quiz #22: tables, computation, algebraic expressions, area, perimeter, order of operations,

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 25**Massachusetts Performance Standards****The students will:**

- 6.M.1** Apply the concepts of perimeter and area to the solution of problems.
6.M.5 Identify, measure, and describe circles and the relationships of radius, diameter, circumference and area.

UNIT SEVEN [MEASUREMENT (Area and Perimeter)]

1. Circumference of Circles
2. The Concept of Pi
3. Area of Circles

Objectives (Students will...)

1. Find the area of circles.
2. Find the circumference of circles.
3. Understand the concept of pi as the ratio of the circumference to the diameter.

Essential Question

What is the formal definition of pi and how does that apply to circle concepts?
 What is the relationship between circumference and area of a circle?
 How are these measures useful in everyday life?

Teacher Resources*Holt Mathematics Course 1 ©2007*

1. Chapter Ten lessons
2. Chapter Ten Practice Worksheets
3. Chapter Ten Pre-Made Assessment

Media and Technology Resources*Holt Mathematics Course 1 ©2007*

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Weekly Quiz #23: algebraic expressions, angle measurements, and multiplication/division of fractions.

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 26*Massachusetts Performance Standards***The students will:****6.M.6** Find the volumes and surfaces areas of rectangular prisms.**Common Core Standards: 6.EE.2c, 6.G.1, and 6.G.4****UNIT EIGHT (THREE DIMENSIONAL FIGURES)**

1. Intro Surface Area

Objectives (Students will...)

1. Find the surface area of a rectangular prism.

Essential Question

How do you identify a figure and then calculate both the surface area and volume?

Teacher Resources*Holt Mathematics Course 1 ©2007*

1. Chapter Ten lessons
2. Chapter Ten Practice Worksheets
3. Chapter Ten Pre-Made Assessment

Media and Technology Resources*Holt Mathematics Course 1 ©2007*

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.**Class work:** To be done on each topic/concept as needed for understanding.**Homework:** To be given daily on each introduced topic as determined by the teacher.**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.**Test:** Circumference and Area of a Circle,**Open Response:** #31 (6M5)**Weekly Quiz #24:** Open Response "City Park" (6M1, 6M5, 6N9)**Project:** Optional Perimeter Project**Lesson Completion Date:****Technology Used/ Date Used:****Completed By:****Comments:**

Week 27**Massachusetts Performance Standards****The students will:**

- 6.G.2** Identify three-dimensional shapes based on their properties, such as edges and faces.
6.G.9 Match three-dimensional objects and their two-dimensional representations, e.g., nets projections, and perspective drawings.
6.M.6 Find the volumes and surfaces areas of rectangular prisms.

Common Core Standards: 6.EE.2c, 6.G.1, 6.G.2, and 6.G.4**UNIT EIGHT [MEASUREMENT (Three Dimensional Figures)]**

1. Surface Area of Square Pyramids & Rectangular Prisms
2. Review of Surface Area
3. Volume
4. Three Dimensional Figures

Objectives (Students will...)

1. Name and identify three dimensional figures
2. Find the volume of a rectangular prism.
3. Find the surface area of a rectangular prism and a square pyramid.

Essential Question

How do you identify a figure and then calculate both the surface area and volume?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Ten lessons
2. Chapter Ten Practice Worksheets
3. Chapter Ten Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Surface Area

Weekly Quiz # 24: volume, order of operations, area, and computation

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 28**Massachusetts Performance Standards****The students will:****6.M.6** Find the volumes and surfaces areas of rectangular prisms.**Common Core Standards: 6.G.2****UNIT EIGHT [MEASUREMENT (Three Dimensional Figures)]**

1. Volume

Objectives (Students will...)

1. Find the volume of a rectangular prism.

Essential Question

How do you identify a figure and then calculate both the surface area and volume?

Teacher Resources*Holt Mathematics Course 1 ©2007*

1. Chapter Ten lessons
2. Chapter Ten Practice Worksheets
3. Chapter Ten Pre-Made Assessments

Media and Technology Resources*Holt Mathematics Course 1 ©2007*

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.**Class work:** To be done on each topic/concept as needed for understanding.**Homework:** To be given daily on each introduced topic as determined by the teacher.**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.**Test:** Volume**Weekly Quiz # 25:** median, mean, symmetry, parallel lines, and problem solving**Lesson Completion Date:****Technology Used/ Date Used:****Completed By:****Comments:**

Week 29**Massachusetts Performance Standards****The students will:**

- 6.N.6** Find and position integers, fractions, mixed numbers, and decimals on the number line.
6.N.7 Compare and order integers, positive fractions, mixed numbers, decimals and percents.
6.N.10 Use the number line to model the addition and subtraction of integers with the exception of subtracting negative integers.
6.N.15 Add and subtract integers with the exception of subtracting negative integers.

Common Core Standards: 6.NS.5, 6.NS.6a, 6.NS.7a, and 6.NS.7b

UNIT NINE (Integers)

1. Comparing and Ordering Integers
2. Addition of Integers
3. Subtraction with Integers

Objectives (Students will...)

1. Identify and graph integers on a number line.
2. Find their opposites.
3. Compare and order integers.
4. Find the distance between two points in a number line.
5. Add integers
6. Subtract integers

Essential Question

How do you use the number line to add and subtract two integers?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Eleven lessons
2. Chapter Eleven Practice Worksheets
3. Chapter Eleven Pre-Made Assessment

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Integers

Weekly Quiz #26

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 30***Massachusetts Performance Standards******The students will:***

- 6.N.6** Find and position integers, fractions, mixed numbers, and decimals on the number line.
6.N.7 Compare and order integers, positive fractions, mixed numbers, decimals and percents.
6.G.4 Graph points and identify coordinates of points on the Cartesian plane.
6.G.5 Find the distance between two points on horizontal or vertical number lines.

Common Core Standards: 6.G.3, 6.RP.3a, 6.NS.6b, 6.NS.6c, 6.NS.7a, and 6.NS.8

UNIT NINE (Integers)

1. Introduction to the Coordinate Plane
2. Graphing Slides and Flips

Objectives (Students will...)

1. Locate and graph points on the coordinate plane.

Essential Question

How does the coordinate plane help us to visualize the math we are working on?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Eleven lessons
2. Chapter Eleven Practice Worksheets
3. Chapter Eleven Pre-Made Assessment

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Coordinate Plane

Open Response: #27 and #10 "Coordinate Plane" (6G1, 6G4, 6G6)

Weekly Quiz # 27

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 31*Massachusetts Performance Standards***The students will:**

6.D.3 Use tree diagrams and other models to represent possible or actual outcomes of trials.

6.D.4 Predict the probability of outcomes of simple experiments. Use the appropriate ratios between 0 and 1 to represent the probability of an outcome and associate the probability with the likelihood of an event.

UNIT TEN (Probability)

1. Probability
2. Tree Diagrams
3. Tree Diagrams and Probability in Review

Objectives (Students will...)

1. Estimate the likelihood of an event.
2. Use counting method and tree diagrams to find all possible outcomes of an event.

Essential Question

How do you visualize all the possible outcomes of a certain event?

Teacher Resources

Holt Mathematics Course 1 ©2007

1. Chapter Twelve lessons
2. Chapter Twelve Practice Worksheets
3. Chapter Twelve Pre-Made Assessments

Media and Technology Resources

Holt Mathematics Course 1 ©2007

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Test: Coordinate plane and graphing, and Probability and Tree Diagrams

Open Response: Tree Diagrams (6D3)

Weekly Quiz #28:

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 32*Massachusetts Performance Standards*

6N1, 6N2, 6N3, 6N4, 6N5, 6N6, 6N7, 6N8, 6N9, 6N10, 6N11, 6N12, 6N13, 6N14, 6N15, 6N16
6P1, 6P2, 6P3, 6P4, 6P5, 6O6, 6P7
6G1, 6G2, 6G3, 6G4, 6G5, 6G6, 6G7, 6G8, 6G9
6M1, 6M2, 6M3, 6M4, 6M5, 6M6, 6M7
6D1, 6D2, 6D3, 6D4

UNIT ELEVEN (Review)

1. MCAS Strategies
2. MCAS Practice
3. MCAS Pep Rally including Smartboard Challenge Review
4. MCAS Test 2010-2011

Objectives (Students will...)

1. Review strategies when taking the MCAS Test: multiple choice, short answer, and open response style questions.
2. Complete an overall review of concepts covered (2010-2011).
3. Practice taking previously administered MCAS Tests
4. Take the 2010-2011 MCAS Test

Essential Question

1. How well do I recall the concepts that I have learned this year?
2. Am I prepared to take this year's MCAS Test?

Teacher Resources

1. Holt Mathematics Textbook
2. Holt Mathematics Resource Book
3. MCAS Prep Handbook
4. MCAS Tests (previous years)

Media and Technology Resources

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner
6. Smartboard

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Test: MCAS Test 2010-2011

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 33**Massachusetts Performance Standards***The students will:***6.G.9** Match 3D objects and their 2D representations: nets, projections, and perspective drawings**6.M.3** Solve problems involving proportional relationships, and units of measurement, e.g. same system unit conversions, scale models, maps and speed**Common Core Standards: 6.RP, 6.RP.3d****UNIT TWELVE - (Three Dimensional Objects, Nets, Projections and Proportions)**

1. Three-dimensional objects, nets, and projections
2. Proportions

Objectives (Students will...)

1. Match three-dimensional objects and their nets and projections
2. Write and solve proportions

Essential Question

1. Can I identify which three-dimensional objects are represented by a given net?
2. Can I write and solve mathematical proportions?

Teacher Resources

1. Chapter Seven, and Ten lessons
2. Chapter Seven, and Ten Practice Worksheets
3. Chapter Seven, and Ten Pre-Made Assessments
4. Pentomino Tiles

Media and Technology Resources

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.**Class work:** To be done on each topic/concept as needed for understanding.**Homework:** To be given daily on each introduced topic as determined by the teacher.**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.**Quiz:** Formal assessments will be given as warranted by the curriculum.**Lesson Completion Date:****Technology Used/ Date Used:****Completed By:****Comments:**

Week 34**Massachusetts Performance Standards***The students will:*

6.M.3 Solve problems involving proportional relationships, and units of measurement, e.g. same system unit conversions, scale models, maps and speed

Common Core Standards: 6.RP, 6.RP.3d

UNIT TWELVE - (Scale Drawings/Maps and Conversion/Units of Measure)

1. Scale Drawings and Maps
2. Conversion and Units of Measure

Objectives (Students will...)

1. Read and use map scales and scale drawings.
2. Convert customary units of measure.

Essential Question

1. What is the actual distance represented on the map?
2. How many inches in a mile?

Teacher Resources

1. Chapter Seven and Nine lessons
2. Chapter Seven and Nine Practice Worksheets
3. Chapter Seven and Nine Pre-Made Assessments

Media and Technology Resources

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 35***Massachusetts Performance Standards****The students will:*

- 6.N.5** Identify and determine common equivalent fractions, mixed numbers, decimals, and percents
6.N.7 Compare and order integers, positive fractions, mixed numbers, decimals, and percents

UNIT THIRTEEN (Decimal/Fraction/Percents Recap)

1. Converting between decimals, fractions, and percents

Objectives (Students will...)

1. Convert between decimals, fractions, and percents

Essential Question

Can I make the connection between decimals, fractions, and percents, and how they relate to each other in real life situations?

Teacher Resources

1. Chapter Three, Four, and Seven lessons
 2. Chapter Three, Four, and Seven Practice Worksheets
 3. Chapter Three, Four, and Seven Pre-Made Assessments

Media and Technology Resources

1. PowerPoint Presentations
 2. Textbook On-Line
 3. Homework Help (on-line)
 4. Test ExamPro Generator
 5. One-Stop CD Planner

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:**Technology Used/ Date Used:****Completed By:****Comments:**

Week 36***Massachusetts Performance Standards****The students will:***6.G.4** Graph points and identify coordinates of points on the Cartesian coordinate plane (all four quadrants)**UNIT FOURTEEN(Year-End Assessments and Activities)**

1. Honor's Placement Assessment (all students)
2. Title I Assessment (all students)
3. Cartesian Cartoons

Objectives (Students will...)

1. Graph and connect points on the Cartesian coordinate plane to create an object/design.

Essential Question

1. Can I graph ordered pairs accurately to create an object/design?

Teacher Resources

1. Cartesian Cartoon Resource Book
2. Honor's Placement Pre-Made Assessment
3. Title I Assessment Pre-Made Assessment

Media and Technology Resources

1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
5. One-Stop CD Planner

Evaluation/Activities**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.**Class work:** To be done on each topic/concept as needed for understanding.**Homework:** To be given daily on each introduced topic as determined by the teacher.**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.**Test:** Honor's Placement Test**Test:** Title I Assessment**Lesson Completion Date:****Technology Used/ Date Used:****Completed By:****Comments:**